DOCUMENT RESUME

ED 229 345 SP 022 164

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TITLE Globalizing the Professional Component of Teacher Education: Considerations for Reform.
PUB DATE May 82
NOTE 29p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Change Strategies; Curriculum Design; Educational Change; Educational Objectives; *Global Approach; Higher Education; International Studies; *Preservice Teacher Education; Schools of Education; Teacher Attitudes; Teacher Certification; *Teacher Education Curriculum

ABSTRACT

Ways and means for changing the professional component of teacher education programs to enable future teachers to create learning environments that reflect global/international dimensions are examined. In the first section, the ineffectiveness of teacher education courses in preparing teachers with a global outlook is discussed. It is pointed out that little, if any, international coursework is required for the students' general academic studies. Constraints and facilitators in the context of teacher education organization are considered in the second section. The lack of control of colleges of education over the broad education of their students is pointed out, as well as economic and political factors which inhibit changes in curriculum. It is noted, however, that world developments and trends, untapped faculty and student resources, and widening interest in international education may facilitate changes in preservice education curriculum. A program based at Florida International University is described as an example of the successful development of a global curriculum. The third section outlines fundamental needs to be met in reforming the professional component of teacher education programs. Identifying and securing commitments to clear and comprehensive goals is cited as a primary consideration. In the final section, recommendations are made on actions to be taken to support global education reform. (JD)

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Globalizing the Professional Component of Teacher Education: Considerations for Reform

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May, 1982

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In this paper, the focus of concern is change. More specifically, what is under discussion is changing the professional component of teacher education to enable future teachers to create learning environments that reflect global/international dimensions. What is at stake, in some measure, is the extent to which the nation's schools have the capacity to prepare youth for life on a complex, interdependent and shrinking planet.

The matter of reforming the professional component preservice teacher education is both complex and challenging. To address this target of change, this paper speaks to the following matters:

1. What is the nature of the preservice professional component as it currently exists in teacher education institutions?
2. What constraints and facilitators are found in the institutional context of teacher education?
3. What is needed to reform the professional component of teacher education?
4. Recommendations: What actions need to be taken to support global education reform in teacher education?

I. NATURE OF PROFESSIONAL COMPONENT OF PRESERVICE EDUCATION

With few variations, the professional component of preservice education across the nation includes the following elements:

A. foundations courses - which might include educational philosophy, educational history, educational psychology, educational sociology

B. methods courses - either general methods courses for elementary and secondary majors or specific methods courses in various subject areas or both.

C. laboratory and clinical experiences - which may include a range of simulated experiences (use of films, games, microteaching), some limited classroom observation/participation experiences and, inevitably, student teaching.

The fact that the professional preservice component represents only 20% of the teacher education program for secondary education majors and reaches a high of about 40% for elementary education majors[1] means that reform of this component alone would alter appreciably less than half of the coursework required for teacher certification. The major portion of the required program is taken as part of a general studies component or as part of the academic major in schools/colleges of arts and sciences. Seldom, if ever, is the coursework taken in arts and sciences related in any direct manner with work taken in education. Consequently, if a future teacher should take a social science course with an international orientation (and not many do) no attempt will be made to either tailor course content to the needs of teachers or to focus on classroom applications of the content that is presented. Conversely, a major challenge faces those teaching education courses given the lack of international background held by students. The point here is, that when schools of education try to implement global dimensions in the foundations and/or methods courses of the professional component, they have been, are, and probably will continue to be hampered by the minimal international background students have. This condition exists either because little, if any, international coursework is required or no articulation or joint planning exists across schools/colleges of education and schools/colleges of arts and sciences.

As we consider the professional component, teacher educators also need to be mindful of the results of the major survey, Education and the World View,

recently conducted by the Educational Testing Services and sponsored by the Council on Learning.[2] The scores of education majors (college seniors) on the knowledge test were the lowest of all college majors (college seniors). Of 101 questions, the mean score for all majors was 50.5; for education majors it was 39.8. While the mean score for all majors is terribly low, the score for future teachers is abysmal. In addition, our best data tells us that less than 5% of all teachers have had international or intercultural coursework in their certification programs.[3]

It appears that teacher education generally, and the professional component of teacher education specifically, are currently ineffective in preparing teachers with the potential of creating learning environments that foster global education. However, even though the numbers of new teachers entering the field is declining, these people represent the only "new blood" entering the nation's schools. Given that the average teacher currently in the field has approximately 15 years of experiences, is tenured, is about 40 years of age and has little, if any international background, this new cadre of teachers, however small, represents an important hope for reform. Further, the nation's schools also face declining enrollments and resources. Consequently inservice activities for experienced teachers are likely to be less frequent or extensive. Taken together, I can only conclude that the preservice teacher education is a critical target for reform, if the nation's youth are to be more fully prepared for life in a global age.

II. WHAT CONSTRAINTS AND FACILITATORS ARE FOUND IN THE INSTITUTIONAL CONTEXT OF TEACHER EDUCATION?

For those wishing to reform the professional component of preservice teacher education, it is crucial to understand the institutional context that influences

the process of transforming undergraduate students into practicing professional teachers. More specifically, having a grasp of the constraints and facilitators embedded in this context enable reformers to make more informed moves with respect to enhancing teacher education.

To start with it is useful to recognize that there are 1400 institutions across the nation that prepare teachers. Not surprisingly, the curricula of these schools is virtually identical, in that at least course titles and requirements are very similar. What is undoubtedly dissimilar however, is the nature of the courses taught under these titles, as these are influenced by the individual instructors who select topics and materials that they deem interesting or important and who differentially give emphasis to global/ international elements.

It is also important to note that teacher education has been highly resistent to reform. For the most part and with the exception of some highly innovative specific sites, teacher education programs are essentially the same today as they were thirty or more years ago. Some of the reasons for this situation will become apparent as the conditions inhibiting change are described below.

Constraints. The following conditions are ones that foster rigidity in teacher education programs and in turn represent constraints to be faced by global educators who wish to bring about institutional change.

1. Schools/colleges of education do not control teacher education programs.

In most colleges and universities teacher education programs face a set of conditions that have made it difficult, and virtually impossible, to control both the nature and quality of their programs. First of all, they compete for financial resources with

other units within the total university community. Consequently, teacher education is funded on the same kind of credit-hour basis as other academic units. This condition exists, despite the fact that instructional needs in a professional school require a lower teacher-student ratio both in the courses offered and in field/internship experiences provided.

Secondly, approximately 70% of the coursework of prospective teachers is controlled by schools/colleges of arts and sciences. Little more needs to be said to dramatize the emasculated position of schools/colleges of education which try to reform the shape of teacher preparation. This condition might not be so crippling if universities had an authentic commitment to teacher education or if departments and faculties in relevant academic units saw themselves as teacher educators. Unfortunately, quite the reverse is true. Education holds low status on most university campuses. Professors in colleges/schools of arts & sciences are primarily concerned with research. Holding second status is involvement in graduate instruction and undergraduate instruction holds the lowest order of priority. Therefore, even though about one-third of the students in their classes are likely to be future teachers, the instruction they receive is not directly related to their professional preparation and it is very unlikely that it will be synchronized with subsequent coursework in schools/colleges of education. Evidence of the minimal control over teacher education by any single unit and especially by schools/colleges of education can be seen on virtually every campus across the nation. Since the integration between coursework in the arts & sciences and pedogogy is centrally important to global education, this condition presents a major obstacle to reform.

Thirdly, schools/colleges of education are dependent on public schools to provide the necessary student teaching internship experiences. However, these

schools bear no legal or formal responsibility for teacher education and participate in teacher preparation solely on a voluntary basis. Thus, the university finds itself beholden to the schools and risks the loss of training sites if it insists on any given set of conditions. Yet, student teaching represents that portion of the student's program that students perceive as having the greatest impact on their training. To make the matter concrete, if a student teacher or university supervisor want the student to design and implement activities, lessons or units related to global education but the classroom teacher wants other topics emphasized, little can be done about it. This example is not intended to suggest that teachers and schools are not cooperative. They often are. It merely illustrates the point that schools/colleges of education are not in control of the student teaching experience.

In addition, we need to be mindful of the fact that the nature of elementary and secondary school programs does influence the curricula of schools/colleges of education. This infulence has effected schools of education in such areas as reading, special education, career education, etc. If schools support global education, they serve as a facilitator for change. If not, they may constitute a major obstacle.

Fourthly, state departments of education with their influence regarding teacher certification requirements, and as a consequence their effect on university requirements for certification, constitute another constraint. It is clear that current certification requirements do not generally reflect international concerns and therefore do not encourage reform to internationalize teacher education.

It is boldly apparent, then, that the preparation of teachers is a responsibilit shared by several agencies: schools/colleges of arts & sciences, colleges of education, public schools and the state education agency. None of these units is empowere

to act as a central or sole authority over the nature and quality of the overall program. Therefore, we find ourselves confronted with a multi-headed creature that has no common circulation system. Attempting to reform any one of these agencies will have little effect on the other two. Yet, comprehensive reform of preservice education must consider each of these agencies. The professional component can, perhaps, be influenced by sustained effort and attention from within but that reform will not be comprehensive until the other two agencies are active partners in the process.

2. State certification requirements and national accreditation requirements do not facilitate reform regarding international/global education.

The virtual absences of state certification requirements or national standards (NCATE) regarding international/global education further minimizes the likelihood of widespread curriculum response in teacher education. While criticisms of accrediting agencies are common, nonetheless the standards held by such agencies do serve as some stimulus for institutional responsiveness. It behooves global education reformers to make their influence felt in altering the standards used by these organizations.

3. Declining enrollments - inhibit change in the professional component of preservice teacher education.

Irrespective of economic and political conditions, teacher education institutions have been remarkably resistent to change. This resistence intensifies in times of financial duress. Declining enrollments have plagued these institutions since the seventies and, for the most part, the prognosis worsens for the remainder of the century. The attendant budget constraints have a number of consequences for reform. The most significant of these consequences is that extra caution is exercised by deans and other university decision-makers when reviewing proposals for new requirements, new courses and course changes. At

such times, an additional criterion becomes operative: "Will the proposed change risk the size of enrollments?" These institutions, which at no time exhibit a high degree of risk-taking, retrench even further into the perceived safety of their on-going curriculum during times of financial stress and enrollment decline.

4. The diverse viewpoints of faculty in schools/colleges of education further inhibit change.

Only too often members of faculties take on special educational interests that compete with each other for scarce available resources as well as the approval of the Dean and relevant in-house committees. This competition is subject to the usual political pressures and often results in attempts to please everyone with some support and consequently not supporting any proposal depthfully. Without a broad base of faculty agreement, change - be it in global education or any other area - is not likely to systematic or substantial.

It is also important to note that deans or their designates report that they repeatedly ask for, but usually do not receive, the necessary specifics for program change - objectives course content, course allocation recommendations, to fully comprehend the nature of the change being proposed.[4] Clearly, their request is reasonable and sound curriculum reform cannot take place without specifying these basic conditions. Global education reformers, like all others, need to develop comprehensive and detailed plans regarding implementation. It was also noted that in those institutions where international dimensions had become evident, the effort resulted from one or two interested faculty members and was not systematically integrated throughout the curriculum. As global educators undertake reform, it is highly desirable to have a clear set of goals combined with as much faculty support as possible.

Facilitators. There are likely to be some factors that can facilitate implementation of global education. These facilitators represent energy that can be harnessed in support of globalizing teacher education programs.

1. World Developments and Trends

The fact that many citizens as well as government and educational officials have come to recognize that the world and its affairs increasingly influences our personal lives as well as the nation's welfare, creates a climate where international/global education is more likely to be seen as an important, if not compelling, need. This condition is a significant contributor to enhancing the position of global education.

2. Faculty Resources

Every faculty probably has some individuals with international interests, background or heritage. Some may have international training or have worked abroad as consultants. Others may be native to other nations. Still others may have research interests that are cross-cultural or international in nature. Other faculty members may have compatible, if not identical academic interests. Faculty in art education, music education, science education, comparative education, multicultural and/or bilingual education represent such areas where a common conceptual meeting ground can easily be found. Important faculty resources can also be found in departments within the Arts & Sciences, in Area Studies Centers and other international programs that exist on many campuses. Effective collaboration across a broad base of faculty members seems critical for effective and sustained reform.

3. Professional Organizations

Over the last few years, a growing number of educational organizations have taken vigorous steps to actively promote global education to their respective constituencies.[5] They have issued position statements, held conferences, conducted

studies, issued publications and focused attention on global education at their national and state meetings. These organizations have made a substantial contribution to making global education both salient and legitimate in the educational community. Such organizations can serve as resources to those wishing to reform teacher education.

4. Existing Global Education Materials

At this point in time a wide range of materials have been developed both for elementary and secondary schools as well as teachers. While some of these materials are best used as examples of classroom learning experiences, others are appropriate for teacher preparation.

5. International Students

The numbers of international students in colleges and universities is steadily increasing. These students are potential resources in providing students with the indispensable experience of personal contact with non U.S. nationals. Yet, they are seldom utilized. Too often, we miss the opportunity to expose our students and faculty to their backgrounds and perspectives. Quite ethnocentrically we expect that they will gain an education from us while we fail to take the opportunity to learn from them. Their potential as guest speakers or as persons to be interviewed by students are immeasurable. They are a rich resource to global educators.

6. State Departments of Public Instruction

Many state education agencies have also been increasingly active in stimulating interest and activity in global education. Some state agencies have issued curriculum guidelines for global education, conducted pilot projects, conducted workshops, and developed curriculum materials. While their influence is uneven, their support is extremely valuable as they legitimize global education

in the eyes of gatekeepers in the public schools. Additionally, these agencies can play an important role in amending teacher certification requirements as well as school curriculum offerings and requirements.

Global educators clearly need to utilize and build on these various facilitators as they seek to reform teacher education. While the constraints and facilitators identified will vary in the extent of their presence, most of them are likely to exist in some form at all institutions preparing teachers. While the constraints that have been identified may be more substantial than the facilitators described, reform is not only possible, but is indeed occurring at some institutions.

An especially interesting example of reform is based at Florida International University.[6] Its basic goals are to:

1. train teachers and other educational personnel
2. to assist schools and colleges to develop programs for students and teachers
3. to stimulate public awareness

Local schools (Dade County), The State Department of Education (State of Florida) and the total university (Florida International University) are engaged in active collaborative efforts to meet these goals.

- The program has been supported by funds from the local district, the university, the state, private foundations, and the federal government. Important start up funds were provided by the federal government through the Citizen Education for Cultural Understanding Program (N.D.E.A., Title IV, Section 603).

- In terms of reform, this program illustrates several important dimensions. It is built on a university wide commitment. It is housed in the School of Education but viewed as a university wide effort that involves other university units such as the College of Arts & Sciences and is assisted by the University's International Affairs Center.
- It has a broad base of collaboration and gives attention to public awareness. Specifically it has an Advisory Board, consisting of prominent representatives from the University, state agencies, Date County Public Schools and non-governmental representatives in the local community.

The results are impressive. A global dimension is being incorporated in both the undergraduate and graduate programs in social studies education. The professional education core program now includes a new required course for education majors, titled Issues of the 80's. Twenty-five percent of this course focuses on global education. Additionally, the Student Government Association at Florida International University sponsored a national conference on global education. Numerous credit-earning workshops for teachers have been sponsored on various global education topics. The library collection as well as travel study opportunities for students and faculty have been expanded and the faculty have been encouraged to take advantage of many professional development opportunities.

This program appears to represent one productive effort in large scale reform where the major factors affecting successful reform were given throughtful consideration. Several underlying ocnditions have probably facilitated this effort.

Florida is a growing state with many international connections. Florida International University is a new and growing institution with an international focus. At the same time, many typical institutional constraints exist. Nonetheless, in a comparatively short period of time a program has been established that is based on collaboration of relevant actors, has integrated global dimensions across the professional component, and has influenced many teachers and public schools. Further it has paid some attention to faculty development and to increased overseas experiences for students and faculty. Most importantly, its momentum has been sustained and program reveals many vital signs of continued growth and energy.

III. WHAT IS NEEDED TO REFORM THE PROFESSIONAL COMPONENT OF TEACHER EDUCATION?

In the last analysis what we want is teachers who have both the preparation and commitment to develop and implement school programs that will prepare the young to live in a complex, interdependent world. Specifically, we wish to alter the professional component of teacher education so that it facilitates this goal. Operationally, however we have to identify what is needed to create conditions that facilitate such reform.

The following considerations have been derived from my faculty experiences in teacher education over the last twelve years, from the constraints and facilitators identified earlier as well as some considerations evident in the literature on educational change.

A. A pressing and primary consideration is found in identifying and securing commitments to clear and comprehensive goals that are useful in guiding the shape of professional preparation for teachers. Identifying such a set of goals is not - or so it seems to me - a difficult matter. We can, I believe, lean heavily on previous work of global educators as they have conceptualized goals for the elementary and secondary education. For example, the goals and objectives

developed by Lee and Charlotte Anderson are illustrative.[7] They are, in my view, clear, fairly comprehensive and useful whether they are applied to school-aged youth, prospective teachers or citizens at large. These goals identify the following major competencies.

1. Perceiving One's Involvement in a Global Society.

   This includes recognizing that: (a) all individuals are members of a single species, sharing a common biological status; (b) people have differing perceptions, beliefs and attitudes about global society and its components, and (c) all humans are a part of the earth's biosphere.

2. Competence in Making Decisions.

   The growing globalization of life on planet earth means that an increasing number of personal and collective decisions have transnational and transgenerational consequences. This suggests the need for competency in:

   - perceiving and identifying the transnational consequences of one's personal decisions and of the collective actions of the groups to which one belongs.
   - perceiving that actions ramify, have consequences and accumulate or aggregate -- the long term consequences of individual and collective actions should be taken into account.
   - taking into account the interest of future generations. This includes identifying needs and interests of future generations and viewing these as legitimate and valuable.

3. Competence in Reaching Judgments.

   Judgments represent a choice among alternative beliefs. Among the critical global issues about which judgments must be made are

problems of managing: cultural diversity, conflict and violence, cultural change, inequalities in the distribution of wealth, health, safety, education, power and respect, population growth and human-biosphere relations. The aggregated actions of individual citizens will influence efforts to resolve these problems. Furthermore, the actions of governments, businesses, religious groups, international organizations and educational organizations will be constrained and shaped by the judgments reached by millions of citizens in various nations of the world.

Judgment-making competencies include the capacity to:

- perceive the choices confronting individuals, communities, nations and the human species with respect to major world problems;
- acquire and analyze information and to use reflective moral reasoning when making judgments about world problems.
- perceive that any given action or change can have different consequences for different nations or for different groups within a nation and different consequences for particular human values, e.g., wealth, power, health.

4. Competency in Exercising Influence.

The enhancement of the competence of citizens to exercise greater control or influence over processes, issues and institutions that shape the quality of their lives and the lives of their children and grandchildren is viewed here as both critical and attainable.

While one may not be able to exercise any immediate control over rising energy costs or inflation one can minimize the effects --

psychological and social -- making them less painful. Furthermore, one can often reduce the number of unintended consequences that follow personal choices or choices of groups to which one belongs. The competencies needed included:

- exercising influence through life style or work related activities;
- exercising influence through political activities;
- exercising influence through demonstrating effective and responsible participation in the international activities of one's community.

The competencies outlined here need not be possessed or exercised by all citizens. What is important for responsible citizenship in a global age is that they be widely distributed among citizens within the society.

I doubt that any of us concerned with global/international education would take serious issue with these goals. In one sense, these are goals that can never be fully met wince they represent directions toward which any of us may strive, yet never fully attain. Furthermore, they also represent learnings that all of us may acquire at deepening levels of complexity. Identifying these goals, then is not a difficult matter. However, securing commitment to them is a challenging effort.

Concurrently, however, it is necessary to develop a set of related pedagogical goals that embrace the background/skills needed by teachers to create learning environments where global education goals can thrive. While this paper will not wrestle with these goals in depth, it seems clear that the following areas require attention.

1. Grasp of needed content background in global education.
2. Examination of conceptual issues and rationale for global education goals and objectives.
3. Understanding of factors related to school and classroom climate that foster global education.
4. Ability to create learning experiences that foster global education.
5. Understanding and acceptance of cultural pluralism.
6. Understanding of both domestic and international cultural influences on American education.
7. Familiarity with global education resources.
8. Firsthand experiences with other cultures and with international dimensions of schools and communities.
9. Competency in implementing global education reform.
10. Student teaching settings where global education is supported.

To this writer, it seems clear that no single model in globalizing teacher education is either available or desirable. The manner in which the area identified above are given attention can and should vary across institutions. Further, consideration needs to be given to the manner in which these emphases are distributed across the preservice and inservice levels.

B. Building awareness and commitment through collaboration among the various actors and agencies influencing the nature of teacher education warrants serious consideration. These actors are many. Public schools and school boards with their divergent agenda and pressing needs, schools/colleges of Arts & Science with their alternative goals and perspectives, state

Education agencies with their influence on curriculum goals and certification standards, accreditation agencies with their external standards that can motivate institutions, School of Education faculty with their multi-faceted interests, community groups and parents and students themselves who often combine openness with parochialism or personalism - are critical components of a broad constituency that global educators need to nurture and court if reform is to take place.

Opportunities for dialogue that will help bring these various actors to a common perspective and shared commitment is necessary. The fact that these various groups and agencies have little history of continuous and sustained collaboration creates a major but necessary challenge for global educators. The questions that follow represent some initial considerations for building productive collaboration.

1. What goals are sought? Does each actor support the value of the goals?
2. What assets does each actor have?
3. What obstacles will each have to overcome?
4. What gains are in it for them?
5. What role and functions can each carry out?
6. What resources can each agency contribute?
7. What opportunities exist that can be capitalized on?

Undoubtedly, the questions will vary across settings, but a matter of central importance is to secure commitment to the goals and have each actor/agency accept the goals as part of the ongoing agenda of their particular organization.

Attention to awareness and collaboration across many agencies is giving recognition to the interdependent external contest of the professional component

of teacher education. I would now like to turn to some questions that apply more directly to the professional component.

1. How will the identified goals be distributed across the professional component?

More specifically, what is being asked here are such questions as: How can foundations courses, methods courses and the student teaching experience support the identified goals? The answers, again will vary, but whatever the response, the most productive resolution, it seems, would reflect infusion of global education perspectives across the professional component rather than creating yet another separate course in an already crowded curriculum. When ownership of these goals is reflected across the student's program, the chances for a richer, more impactful program increase. While methods courses are obvious targets for reform, foundations courses can also make a major contribution. By giving emphasis to cultural pluralism, to international influecnes on American education and vice versa, world issues and their effect on schools, the frame of reference or global perspective of prospective teachers can be substantially enhanced.

2. To what extent do schools/colleges of education need as to assume responsibility for substantive content in global education as well as pedagogical content?

The response to this question depends in large measure on the extent and quality of existing collaboration between individual schools/colleges of arts & sciences and schools/colleges of education. Unfortunately, such collaboration has been typically characterized by tokenness and weakness that has not led to a conceptual fit between the offerings of these two schools as they relate to preparing prospective teachers. Perhaps, the successes have been more frequent

on small campuses rather than large ones. In any event, it is safe to assume that most students entering their professional program have a very limited understanding of the world and how it works. Consequently, fulfillment of global education goals often requires attention to substantive as well as pedagogical content within the professional component. However, foundations and methods courses cannot accept the sole responsibility for dealing with both of these dimensio

3. Should students in some teaching specializations (such as art/music/English/social studies/science/elementary education receive a stronger grounding in global education than others?

The answer in my judgment is a resounding yes. While it is desirable that all teachers understand world conditions and prospects, it is imperative that certain teaching specializations such as those identified above receive more extensive work in this field. For it is these fields or these curriculum subjects that can most easily integrate goals related to global education and it is here that the conceptual fit is most congruent.

4. What kind of faculty development is needed?

Faculties responsible for the professional component of teacher education are likely to be older, tenured, senior professors who are probably somewhat resistent to altering their syllabi and instruction in major ways. While some of them have had international experiences and may be quite receptive, many will not. Issues of territoriality are likely to concern some faculty who focus on such areas as environmental education, futures education, social studies education, multicultural education to name a few.

If it is possible to begin to collaborate with some portion (though probably not all) of the faculty, it needs to be kept in mind that the working style of faculty members has not typically been collaborative. Rather it has been independent, even monastic, in nature.

To work around some of these conditions, ways need to be found to recognize or reward participating faculty. The active support of deans and department heads is an inestimable part of such an effort. Recognition of faculty effort by deans and/or department heads combined with provisions for released time for relevant reading, conference attendance and course development can act as significnat forces in gaining more energetic faculty involvement.

Opportunities for international contact are another important source of faculty stimulation. Travel abroad opportunities can elicit interest more effectively, perhaps, than other efforts to involve faculty in change efforts.

Ultimately, what is desirable is a context where the commitment to global education by administrative officials is sufficiently effective to gain faculty support. Such a context would include recognition for involvement (in the form of internal memos, newsletters, travel abroad opportunities, etc.), compensation for involvement through released time accomodation for course development and relevant conferences and increased international opportunities.

5. What part do experience-based international activities play in the professional component of teacher education?

Classroom-bound instructional programs, no matter how well conceived and executed, cannot deliver the "affective punch" necessary to elicit a sense of global interdependence, an acceptance of and appreciation for cultural diversity, or an honest respect for the complexity of world-wide problems. Serious concern for these conditions is based not on formal instruction or textbooks or even dramatic media. Rather, all of us - students and faculty alike - gain such meaningful commitment regarding global connections by virtually "rubbing our noses" in it, thereby creating an opportunity to translate the experience to our own system of meanings.

Several such experience-based possibilities are identified below and more

could be generated.

a. International students.

International students are represented in ever increasing numbers on every college campus in the nation. They come from the four corners of the globe. Seldom do we utilize the contributions these individuals can make by internationalizing our programs, our students and ourselves. Without much difficulty, foundations courses and methods courses could facilitate such experiences for preservice teachers.

b. Cross-cultural student teaching experiences.

At some schools opportunities exist to student teach abroad. England, Ireland, Central American nations are common sites. While everything possible should be done to expand such opportunities, similar cross-cultural experiences can be arranged in the U.S. - on reservations, in Spanish-speaking communities, in urban neighborhoods. Both national as well as international settings provide a cultural immersion opportunity that must not be missed. However, participation in such programs is related to the student's financial resources. If at all possible, scholarships need to be provided and broaden the base of student participation.

c. International projects.

Any number of opportunities exist for students to be involved in international projects either on an independent study basis or in conjunction with existing courses. However, the opportunities need to be encouraged and facilitated by faculty on a regular basis. Some examples follow.

1. To gain a better understanding of interdependence students could survey or interview representatives of religious institutions in the communities, selected industries, banks, shops or local government agencies to grasp the extent of international interconnections that exist in a local community. As a product,

they could develop classroom media in the form of slide-tape presentations, photo essays or taperecordings to illustrate their experiences.

2. Elementary majors could record music in the form of children's songs from around the world that could be used with young children. In a similar manner artwork representing other nations could be used.

3. As a research project, students could survey selected nations with respect to the nature of their school programs - in science, in math, in social studies, in health and physical education.

IV. RECOMMENDATIONS: WHAT ACTIONS NEED TO BE TAKEN TO SUPPORT GLOBAL EDUCATION REFORM IN TEACHER EDUCATION?

This paper has supported the position that reform is needed to globalize teacher education. Further, it has argued in behalf of large scale reform that embraces the various agencies involved in teacher education. However, this emphasis should not be construed to suggest that small scale reform within schools/colleges of education is not productive. As far as it goes, such reform can be very useful though obviously limited in its scope and impact.

Four recommendations are presented below. These recommendations speak to both large and small scale reform. In addition, they focus on change in certification and accreditation standards.

External Funding

The first two recommendations deal with opportunities for external funding. External funding appears to be necessary for several reasons. First, it can build the initial momentum for reform. Secondly, at a time of shrinking institutional resources and declining enrollments, resources for initial reform efforts are not only scarce but reform is a high risk activity for those making cautious fiscal decisions. Thirdly, external funding supports initial efforts and serves

as a magnet for harnessing the interest of relevant participants. Fourthly, such reform is in the national interest. Lastly, external funding can both attract attention and help legitimize global education efforts. However, reform in teacher education must be sustained by the several educational agencies involved. Therefore, the funding recommendations involved embrace a matching - funds formula with provisions and commitments to sustain the activity beyond the initial funding period. Nonetheless, without initial external funding that provide examples of reform efforts, change is not likely to occur.

Large scale reform includes reform efforts that are pervasive and systematic. It would actively include the relevant agencies that influence teacher education not just schools/colleges of teacher education. Small scale reform would focus solely upon the profession preservice component as found in schools/colleges of teacher education. It would give attention to course objectives, content materials, student experiences and the like.

Recommendation #1, Large Scale Reform

That external funding (public and private) be made available on a competitive matching-formula basis to support 6-8 experimental models of global education reform in preservice teacher education that address the characteristics described below. These reform efforts should target various kinds and sizes of institutions in various parts of the country and be given wide publicity. Since major reform efforts require a substantial period of time, a minimal 3 year funding period (with year by year renewal) should characterize these efforts.

Optimally, these models would include the following dimensions:

- broadly based collaboration with the several agencies and constituencies involved in teacher education.
- a clear set of global education goals.

o faculty collaboration along with development incentives.

o expanded experimental components.

o an evaluation component.

o a dissemination component.

The new result of such funding efforts would be:

1. to develop enough momentum among the participaiting educational agencies to sustain continued reform.
2. to provide a range of experimental models which other teacher education institutions can use as guides for their reform efforts.

Both the projects and their funders should plan for substantial dissemination efforts to provide high visibility for these projects throughout the field. Through publications, invitational conferences, professional associations, the press and other media, the availability of these models as a basis for wider reform must be disseminated as widely as possible.

Recommendation #2, Small Scale Reform

That external funding be provided to support a wide variety of efforts to expand global education efforts within schools/colleges of education. Curriculum and instructional reform for teacher education should especially be encouraged. Development of media, and broadened international experiences for should also be included. Faculty development and collaboration should be encouraged.

Certification and Accreditation

The last two recommendations deal with certification and accreditation. Participation in the external funding efforts described above is an optional and competitive activity that will immediately effect only those who choose to become involved and who are successful in obtaining funds. Alterations in certification and accreditation standards will effect most, if not all, institutions

and are more mandatory in nature.

Recommendation #3, Teacher Certification

That representatives of school districts, state departments of public instruction and universities combine, with the assistance of relevant educational organizations, to effect change in state teacher certification requirements so they they reflect attention to the global education in both general studies and pedagogical categories.

Recommendation #4, Accreditation

That representatives of a wide range of professional associations combine to bring pressure to bear on the National Council for the Accreditation of Teacher Education (NCATE) to modify the standards applied to institutional accreditation so that they encourage institutional responsiveness to global education.

Taken together, the four recommendations offer a balance in a kind of "carrot-stick" approach to reform. External funding encourages and supports reform while changes in standards, to some extent, require that certain conditions be met. Optimally, both are necessary to heighten the attention given to global education in teacher education programs.

Footnotes

1. David L Clark & Gerald Marker. "The Institutionalization of Teacher Education". Teacher Education, edited by Kevin Ryan, 74th Yearbook, National Society for the Study of Education. Chicago, IL: University of Chicago Press, 1975, p. 54.

2. Thomas Barrows, John Clark, Stephen Klein. "What Students Know About Their World". Change, Vol. 12, No. 4, May-June, 1980, pp. 10-17.

3. Frank H. Klassen, David G. Imig, & Joost Yff. The International Dimension of American Teacher Education. Washington, D.C., American Association of Colleges of Teacher Education, 1972, pp. 2-7.

4. Ibid.

5. While the following list of organizations is not exhaustive, it illustrates the wide range of organizations involved. Chief State School Officers, National Association of School Administrators, American Federation of Teachers, National Education Association, American Council on the Teaching of Foreign Languages, Global Perspectives in Education, National Council for the Social Studies, National School Board Association, National Association of Elementary School Principals, American Council on Education, American Association of Colleges of Teacher Education, etc.

6. Jan L. Tucker. "Developing a Global Dimension in Teacher Education", Theory into Practice, Summer, 1982, pp. 212-217.

7. Lee Anderson and Charlotte Anderson. "Education with a Global Perspective: Avenues for Change", Intercom 84/5. Center for Global Perspectives. November, 1976, pp. 9-16.